



# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

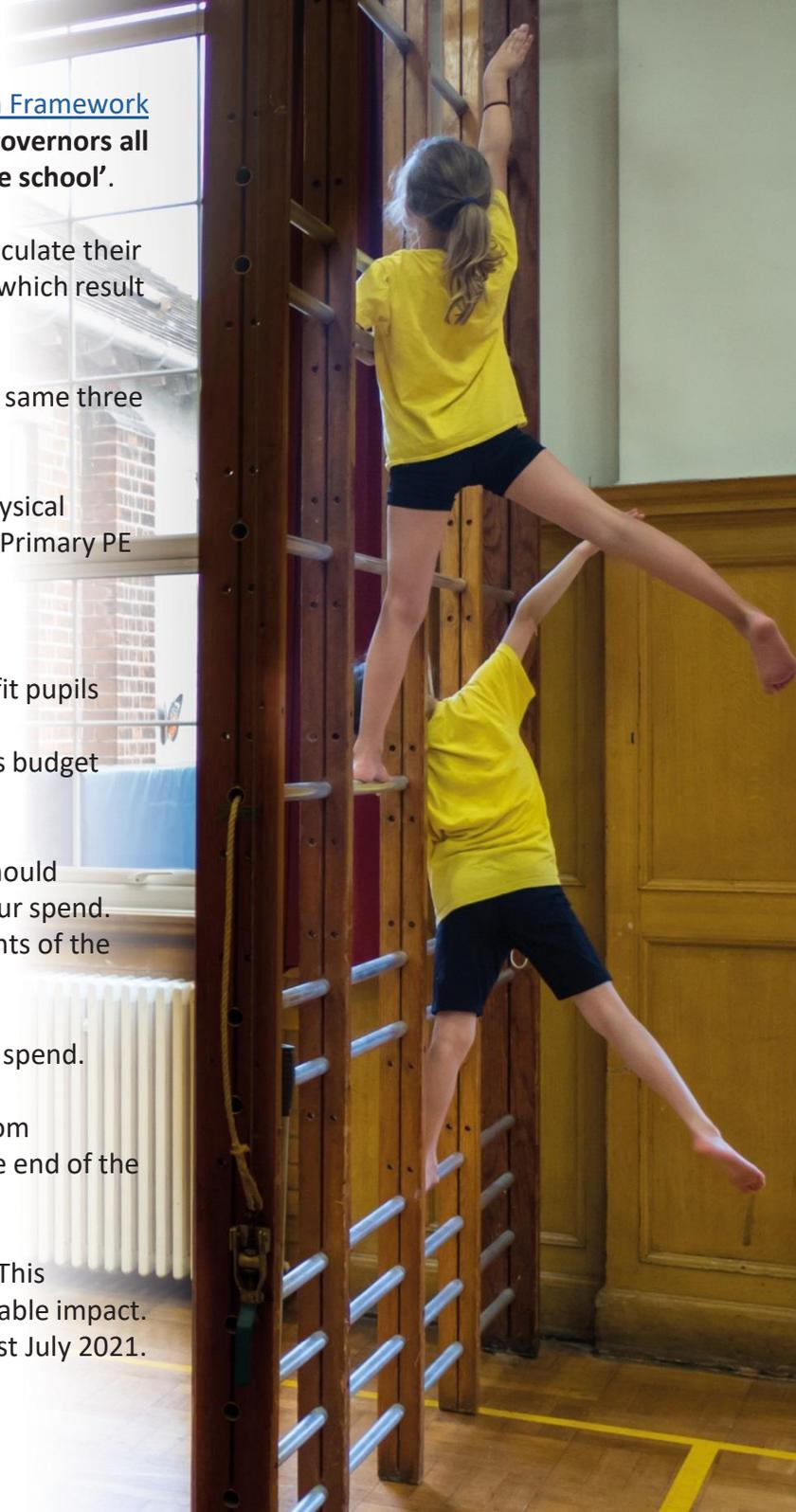
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Positive whole school staff meeting identifying the importance of delivering high quality of PE on a regular basis. Reviewing current schemes of learning identifying what staff find easier to use and implement practically during their lessons. Positive feedback from staff showed they felt more confident about key points which make PE a positive experience for children and inspired them to make a difference. Continued roll out of schemes of learning for PE have now been provided across all activity areas for teachers to access both electronically and physically. Children very engaged in their learning and have remained enthusiastic about their PE despite having such a strange year with lockdowns and having so much time out of school. Club uptake has been excellent this year and children have enjoyed the wide variety of sports clubs available to them. Lunchtime provision to ensure the 30 minutes of active time are met.</p>	<p>Consistency across the trust needs to be developed in order to give children good progression throughout their Primary education and to ensure teachers are clear on their goals and progression of lessons. Access to specialist coaches can be improved in line with the revised curriculum in order to inspire children, especially in sports which are less common to experience during Primary education.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year?

YES/NO \* Delete as applicable

**Total amount carried forward from 2020/2021      £3, 313**  
**+ Total amount for this academic year 2021/2022    £ 17,800**  
**= Total to be spent by 31st July 2022                    £21,113**

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b></p>	<p>n/a to Infant's School</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	<p>n/a</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>n/a</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>n/a</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>n/a</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year:</b> 2021/2022		<b>Total fund allocated:</b>		<b>Date Updated:</b> July 2022	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 75%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Use of funding to staff 3 sports coaches at lunchtime and 2 during PE sessions to run a range of activities aimed to encourage less confident children to take part.		Shine coaches to set up and encourage engagement in games and outdoor activities during lunchtimes. Coaches will focus on including team games to allow children opportunities to rebuild relationships through physical activity focusing on GMS and teamwork.		£16,000	Increased team work being used to engage in the games and sports on offer at lunchtimes. Children showing more confidence to have a go and be involved in physical activities during lunchtime.
Continual use of 'Go Noodle' and active brain breaks within classrooms to boost brainpower during long stationary classroom based periods.		Ensure that teachers are aware of Go Noodle and its benefits through Staff Voice and ensure that they have access to the website and know how and when to use it appropriately and effectively.		£0	Use pupil survey to see whether classes have begun to use these strategies following longer periods of stationary class work.
					Sustainability and suggested next steps:  Continue to speak to children about their experiences of lunchtime activities and what they would like to see to increase participation further. Offer less main stream sports over general physical activities to encourage higher participation of all abilities.  Offer a range of 5 min brain boosters so staff have a bank to choose from and learns what works better for their class.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Inspire children to take part in sport and with resilience, determination and focus to participate at a high level where risk taking is seen as a positive thing and children feel confident to do so.	Working with Shine to provide all children from reception to Year 2 the chance to compete at local tournaments against other schools allowing them to practise their abilities to skills taught in their coaching sessions	£0 - local tournaments free of charge	Children were engaged and excited about the event day and activities taking place during the morning as well as the talk from Jason Gardiner. Children were inspired to use this in their Fun in the Field relay race.	To continue attending local tournaments to provide children the opportunity to develop tactical skills, teamwork and risk taking.
Replenishing EYFS equipment to ensure that they are able to meet their EYG.	Meet with the EYFS lead to discuss what provisions would be most useful for children to meet their goals.	£300	Children are able to access up to date and safe equipment to allow them to build on their GMS and FMS to allow them to reach their EYG.	Audit equipment each year and replenish when necessary.
Encourage children to engage in outdoor play and offer inspiring choices to enhance this provision.	Purchase additional resources and update out of date/broken resources to ensure children are offered inspiring opportunities to engage in outdoor play.	£0 – funding came from a other school funds (PTA)	Children have been excited and enthusiastic to play with the new resources and have been engaged in much more physical play, incorporating additional communication, team work, problem solving skills and active play.	Replenishing damaged toys/resources after an audit in the Autumn Term would benefit the children and minimise the risk of them becoming less interested in being engaged with play provisions.

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Percentage of total allocation:
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				3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
PE teaching to be made more consistent and simple to deliver through subscription to Get Set for PE platform.	The platform supports staff through schemes of learning and lesson plans throughout the school. The scheme running from EYFS to Y6 ensures progression across the whole school and between EIS and EJS.	£172.80	Staff feedback has meant that teachers feel more confident in delivering PE lessons and feel that the children are having a great provision of PE teaching.	Schemes of learning and lesson plans have been saved and printed in packs for each staff member to use for their lessons year on year.
Provide updated/new necessary resources for teachers to deliver the Get Set 4 PE scheme of work.	PE Lead to organise the audit and ordering of necessary resources for the teaching of the new scheme of work in all infant year groups.	£400	Teachers will feel confident to teach all topics in the knowledge that we have all of the appropriate resources needed. Children will have access to all resources necessary for participation in new scheme of work lessons.	Resources will be organised in the PE resources cupboard ready for use year on year. Staff will be asked to inform PE Lead when resources are broken/need replacing.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Through the Get Set 4 PE scheme of work, children to have the opportunity to engage in different sports and activities including Yoga in Year 1 taught by an external professional.</p> <p>Ensure SEND children have the opportunity to participate in physical activity that is suited to their needs.</p>	<p>Yoga specialist used from previous year contacted and arranged sessions for each year 1 class on Mondays throughout term 5.</p> <p>Children across the school that are SEN or struggle to access the PE curriculum will be given the opportunity to at least 2 additional hours with a sports coach to revisit skills taught in previous lessons as well as take part in cross-curricular learning that may focus on number problems, orienteering and forest schools. Children will feel more confident in their abilities and should begin to develop a pleasure for PE.</p>	<p>£700</p> <p>£855</p>	<p>Children will have access to a trained professional who will be able to guide them on their practise. This will also benefit their mental health and wellbeing as they engage in breath work and meditative practises as part of their yoga lesson.</p> <p>SEN children more confident in lessons and developing key skills such as movement and agility.</p>	<p>Teachers to observe these sessions with a view to them providing this provision in upcoming years. There is also the opportunity for a teacher run after school club if the lessons prove popular.</p> <p>Continue next year with a similar provision.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Children to be given the opportunity to engage in competitive sport as part of their PE learning. Each term a different year group will work with a specialist Shine coach that builds up to a local community tournament against other schools. All year groups including Reception were given the opportunity to attend.</p> <p>Shine coaches to also run lunchtime mini games/tournaments to encourage team play.</p>	<p>Ensure Shine lessons are appropriate and equipped with the correct resources from the school to enable children to succeed in their focus sport. Communicate with Shine which sports/activities would be appropriate for which year group to ensure teaching is pitched at the correct level for the children being taught.</p> <p>Liaise with Shine coaches to enable them to offer competitive sport provision during lunchtimes. Use of resources from school (tennis nets and rackets, footballs and goals etc.) to support this practise in preparation for competitive sports on offer in the junior school.</p>	£3000	<p>Children have engaged in the timetabled competitive sports activities offered and have enjoyed the provision. They feel more prepared to go up to the Junior school/the next year where competitive sport will be on offer more.</p> <p>Children have engaged in competitive sports against other schools and taken part in a tournament off-site allowing them to utilise the skills they have learned. Children that have attended will have enhanced their teamwork skills and will be prepared for when they are offered the chance to compete again.</p>	<p>Tournament programme to continue with Shine.</p> <p>Pupil voice to find out which sports the children enjoyed the most and why.</p>

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Hannah McKenzie
Date:	23 <sup>rd</sup> June 2021
Governor:	
Date:	